

# Skills Sets

## Workplace Skills Education

## **Table of Contents:**

Module One:

Work Ethics

Module Two:

Communication

Module Three:

Interpersonal Skills

Module Four:

Time Management

A Joint Project of

South Snohomish Local Area Planning Team

Cascadia Community College

Edmonds Community College

&

Service Alternative for WA, Inc

June 2004

# Module One: Work Place Ethics





<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>An employee demonstrates strong work ethics by taking INITIATIVE and demonstrates it to employers and co-workers in the following ways:</p> <p>INDEPENDENCE</p> <p>AMBITION</p> <p>EFFECTIVENESS</p> <p>INITIATIVE</p> <p>PERCEPTION</p> <p>EFFICIENCY</p> <p>ADAPTABILITY</p> <p>ACCURACY</p> <p>CONSCIENTIOUSNESS</p> <p>ORDERLY</p> <p>ENTHUSIASM</p> <p>PERSISTENCE</p> <p>DEDICATION</p> <p>PRODUCTIVENESS</p> <p>RESOURCEFULNESS</p>	<p>Materials:</p> <p>Transparency</p> <p>Time: 15 minutes</p> <p>Discussion: have participants define each term, and discuss how it impacts work.</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>An employee demonstrates strong work ethics by being DEPENDABLE and demonstrates it to employers and co-workers in the following ways:</p> <p>DEPENDABILITY</p> <p>FOLLOWING REGULATIONS</p> <p>FOLLOWING DIRECTIONS</p> <p>RELIABILITY</p> <p>HONESTY</p> <p>INTEGRITY</p> <p>CAREFULNESS</p> <p>PUNCTUALITY</p>	<p>Materials: transparency</p> <p>Time: 7 minutes</p> <p>Discussion: have participants define each term; give examples of how they have demonstrated this on the job</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>Quiz Time!</p> <p>How would you handle the following situation?</p> <p>You arrive at your work site 5 minutes late – the traffic was horrible and there was a ton of construction on the roads. You left the house without your notebook, which has your job description and checklist in it. You have been on the job for 2 weeks. What do you do to demonstrate at least <b>6</b> of the <i>INITIATIVE</i> work ethics skills?</p>	<p>Materials: None</p> <p>Time: 15 minutes</p> <p>Discussion: have the participants share their 6 initiative work ethics skills in the story</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>Share &amp; Discuss!</p> <p>What did you learn from others?</p> <p>How could you improve your <i>INITIATIVE</i> work ethics based on the previous situation?</p> <p>What resources or support do you need to increase your <i>INITIATIVE</i> skills?</p> <p>Initiative in the work place communicates to your co-workers and supervisor that you want to be there, appreciate the opportunities and want to be part of the team. Employers “weed” out poor performing employees in part by the amount of initiative each employee puts towards the job.</p>	<p>Materials: none</p> <p>Time: 7 minutes</p> <p>Assignment: Dependability Skills</p>



<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>Quiz Time!</p> <p>How would you handle the following situation?</p> <p>Your worksite supervisor has left for an early morning meeting right when you come in. He has left no instructions or projects for you to complete that day, only saying he will return after lunch; page him if needed for emergencies.</p> <p>What do you do for the morning? How do you determine how to spend your time? How do you demonstrate <i>DEPENDABILITY</i> using at least 4 of the <i>DEPENDABILITY</i> skills?</p>	<p>Materials: none</p> <p>Time: 10 minutes</p> <p>Discussion: none</p> <p>Assignment: complete the questions</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>Share &amp; Discuss!</p> <p>What did you learn from others?</p> <p>How could you improve your <i>DEPENDABILITY</i> work ethics based on the previous situation?</p> <p>What resources or support do you need to increase your <i>DEPENDABILITY</i> skills?</p> <p>DEPENDABILITY in the work place communicates to your co-workers and supervisor that you are reliable, that you can be trusted and most of all want to be working there. It lets employers know that they can increase opportunities and responsibility for you. Dependable employees get rewarded with higher pay, better jobs, and more responsibility as well as better benefits!</p>	<p>Materials: none</p> <p>Time: 10 minutes</p> <p>Discussion: none</p> <p>Assignment: complete questions</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p>Work Attitudes – they may be yours, but everyone knows them!</p> <p>Work Attitudes are those feelings that you have about the job you do, the place you work and the people you work with.</p> <p>Negative work attitudes will spread throughout the work site if you let them get out of control.</p> <p><i>However, the same goes for positive work attitudes – a positive work attitude can spread to others also.</i></p> <p>It is vital to measure your attitude towards work as it will impact your MOTIVATION &amp; INITIATIVE, your actual output on the worksite and your ability to get promoted and increase your income.</p> <p>It also spreads to your children – children know when we value the work we do and feel appreciation towards the job.</p> <p>Let's talk about Work Attitudes more . . .</p>	<p>Materials: none</p> <p>Time: 10 minutes</p> <p>Discussion: have participants discuss the impact of positive and negative work attitudes</p>

<p>Learning Objective:</p> <p>The student will understand terms and skills associated with work ethics.</p>	<p>Notes:</p>
<p><b>Succeeding</b> at work means performing well; and being able to perform well means starting with a good, positive attitude.</p> <p>You won't succeed unless you have good work habits and a positive attitude, which means you:</p> <ul style="list-style-type: none"> <li>• look for the best in everything around you</li> <li>• are realistically cheerful</li> <li>• are cooperative</li> <li>• are considerate</li> </ul> <p>Time to Ponder:</p> <p>In general, my attitude toward work is:</p> <p>A good work attitude that I have is:</p> <p>An example of this is the time when I:</p> <p>Another good work attitude that I have is:</p> <p>An example of this is the time when I:</p> <p>I could still improve my attitude about this phase of work:</p> <p>I still need to get rid of my negative work attitude about:</p>	<p>Materials: transparency</p> <p>Time: 15 minutes</p> <p>Discussion: would others report that you are optimistic, cheerful, cooperative and considerate at the workplace?</p> <p>Time: 5 minutes</p> <p>Assignment: Have students break into groups to complete this section – 15 min max time; come back together and have them share any outstanding stories/anecdotes</p>

<p>Learning Objective:</p> <p>The student will learn the key components of work ethics and evaluate self.</p>	<p>Notes:</p>
<p>Which of the following pictures shows a positive, negative or neutral work attitude?</p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>Have you ever been counseled about your attitude at work? How did you feel? Do you think that it was accurate? Did you change to meet the expectations of your supervisor?</p> <p>Have you ever seen anyone displaying these attitudes?</p> <p>What is the impact on your day when someone has a negative attitude at work?</p>	<p>Materials: transparency</p> <p>Time: 5 minutes</p> <p>Discussion: How can attitudes towards work be changed?</p> <p>Time: 5 minutes</p>

<p>Learning Objective:</p> <p>The student will learn the key components of work ethics and be able to evaluate self.</p>	<p>Notes:</p>
<p>Perseverance in the Work Place</p> <p>What is perseverance?</p> <p>Perseverance is the ability to stay on task, to keep working on something, even when it is not your favorite thing.</p> <p>Perseverance is the energy that drives the human spirit. It keeps the soldier tracking his target, the lover pursuing his beloved, and the athlete moving toward the goal line. And the employee coming back to work each day, attaining goals and learning new things.</p> <p>Perseverance, like all traits, exists in degrees. Would you perform an action repeatedly until you finally achieved success? Would you spend half a lifetime pondering the solution to a problem? Such persistence has played a large part in the success of noted men and women in various fields.</p> <p>Take Thomas Edison, for example. In 1879, after several thousand trials in his search for the right filament, he succeeded in inventing the light bulb. Persistence was present to a large degree in the accomplishments of others as well, such as Madame Marie Curie, who discovered radium, Dr. Jonas Salk, who gave us the vaccine for polio, and Alexander Graham Bell, inventor of the telephone.</p> <p>Illustrious scientists are not the only ones who have proved that tenacity is necessary to achieve our goals. All of us struggle with problems in which persistence may mean the difference between happiness and gloom, life and death.</p>	<p>Materials: none</p> <p>Discussion: 5 minutes</p>

<p>Work Attitudes:</p> <p>Do You Quit or Keep Chugging: How Persevering Are You?</p>	<p><b>Notes:</b></p>
<p>Perseverance is the energy that drives the human spirit. It keeps the soldier tracking his target, the lover pursuing his beloved, and the athlete moving toward the goal line. And the employee coming back to work each day, attaining goals and learning new things.</p> <p>Perseverance, like all traits, exists in degrees. Would you perform an action repeatedly until you finally achieved success? Would you spend half a lifetime pondering the solution to a problem? Such persistence has played a large part in the success of noted men and women in various fields.</p> <p>Take Thomas Edison, for example. In 1879, after several thousand trials in his search for the right filament, he succeeded in inventing the light bulb. Persistence was present to a large degree in the accomplishments of others as well, such as Madame Marie Curie, who discovered radium, Dr. Jonas Salk, who gave us the vaccine for polio, and Alexander Graham Bell, inventor of the telephone.</p> <p>Illustrious scientists are not the only ones who have proved that tenacity is necessary to achieve our goals. All of us struggle with problems in which persistence may mean the difference between happiness and gloom, life and death.</p> <p><b>Do you know a person who you think is persistent?</b></p> <p><b>What makes this person persistent?</b></p>	<p><b>Materials:</b> Perseverance quiz; score and ratings sheet</p> <p><b>Discussion:</b> Have students discuss their ratings, their beliefs about themselves and any new insight; also discuss ways they may want to increase their perseverance rating</p> <p><b>Time:</b> 10 minutes</p> <p><b>Discussion:</b> persistence – what makes a person persistent; is it a good trait or a bad one? When is it useful?</p> <p><b>Time:</b> 10 minutes</p>

## TEST

**Do you rise to a challenge or call it quits? Take the following assessment to learn what your persistence index is.**

1. Little can be gained by people who attempt to do things that are too difficult for them.

True            False

2. Compared with others, I hate to lose at anything.

True            False

3. The stronger the chance of failing at something, the less determined I am to keep at it.

True            False

4. I am known to be a stickler for fighting for my rights.

True            False

5. It's better to accomplish many easy jobs than to attempt a few that are very difficult.

True            False

6. Luck is an important factor in determining whether one succeeds.

True            False

7. Compared with others, I set high goals for myself.

True            False

8. People who get ahead work only with their heads rather than with their hands.

True            False

9. Regardless of whether I work for myself or someone else, there's no change in my level of ambition.

True            False

10. I procrastinate more than my friends when faced with an unpleasant job.

True            False



## SCORING

To tally your score, give yourself 1 point for each response that matches yours.

**1. False 2. True 3. False 4. True 5. False**  
**6. False 7. True 8. True 9. False 10. False**

**A score of 8-10 points:** You are very tenacious and work hard to achieve your goals.

**A score of 4-7 points:** You have an average degree of persistence.

**A score of 0-3 points:** You give up too easily! When things become difficult, try to stick it out. You may be surprised to discover that a little effort can yield results that are more positive than you'd imagined.

## EXPLANATION

Persistence was found to be a bona fide personality trait by Dr. J.P. Guilford, formerly of the University of Southern California. In his book *Personality*, he calls it the "desire to succeed." It's connected to ambition and a compulsion to achieve. Persistent people usually have strong needs for recognition and prestige. They like to make things happen quickly, and they believe that making money is an important goal in life. They rarely bypass a chance to excel at something, even if it is difficult. Generally, they don't believe that attempting many easy goals is the same thing as striving to reach a few difficult ones. They also don't take failures well - when failure occurs, they often double their efforts to succeed the next time.

Luck or miracles rarely factor into the persistent person's idea of how success will occur – rather, they set high aspirations for themselves and then become dedicated to achieving them. Persevering types also tend to procrastinate far less than the average person, and exhibit entrepreneurial tendencies, working harder on their own than under someone else's command. The perseverance trait is commonly found in artists, who practice diligently to perfect their art, students who study hard (and tend to become over-learners, studying more than necessary to pass exams), and salespeople, who sell far beyond their quotas. Tenacious people are more likely to use their head than their hands whenever possible in tackling a tough job. Keep in mind that although highly persistent people aren't necessarily successful, most successful people are highly persistent.

<p>Learning Objective:</p> <p>The student will learn the key components of work ethics and evaluate self.</p>	<p>Notes:</p>
<p>Share and Discuss the Quiz Outcomes:</p> <p>What did you learn about yourself?</p> <p>What areas do you need to improve on?</p> <p>What skills do you have that will help you persevere and be tenacious on the job?</p> <p>What resources do you have to support building this skill?</p>	<p>Materials: none</p> <p>Time: 10 minutes</p> <p>Discussion: have students discuss their ratings, their beliefs about themselves, any new insight; also discuss ways they may want to increase their perseverance.</p>

<p>Learning Objective:</p> <p>The student will learn the key components of work ethics and evaluate self.</p>	<p>Notes:</p>
<p><b>What is your work attitude?</b></p> <p>Do you like working?</p> <p>Why do you work?</p> <p>Do you show up for work on time?</p> <p>Are you ready to work when you arrive?</p> <p>Do others know that you like or dislike your job?</p> <p>Do you offer to help others at the worksite?</p> <p>Does your supervisor come to you when something extra needs to be done?</p> <p>Can your co-workers rely on you to get the job done?</p> <p>Are you prepared to take on more responsibilities at the work site?</p>	<p>Materials: none</p> <p>Time: 10 minutes</p> <p>Discussion in small groups – have participants record their thoughts and report back: You attitude towards work, your coworkers, and supervisor are all reflected in how you do your job each day, the amount of initiative you take, and how you treat your coworkers</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>The student will learn the key components of work ethics and evaluate self.</p>	<p>Notes:</p>
<p><b>Work Values</b></p> <p>Introduction:</p> <p>A value is a principal or standard that is held in high esteem by an individual and is related to all aspects of one's personal and work life. You may have values around family, work, spiritual, leisure, personal, etc.</p> <p>In this exercise you will focus on your work values.</p> <p>As you rank each value, <i>think about how important the value is to you in a work setting.</i></p> <p>As you consider your work related values, keep in mind that there are no right or wrong work values, rather it is a process of identifying what matters most to <i>you</i> rather than someone else.</p>	<p>Materials:</p> <p>Work values quiz, blank transparency to use after quiz for discussion-- use to write down each student's top five values and compare lists, allow and encourage discussion on the resultant values</p> <p>Discussion: after writing down the top five values for each student, encourage discussion about the values, their impact, etc</p> <p>Time: 10 minutes</p>

## Work Values Exercise

Rate each of the following values on a scale from "1" to "5" with "5" being a most important work related value to you and "1" being not important. At the end of the list add any additional values that are important to you and rank them, too.

\_\_\_\_ Advancement

Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well done.

\_\_\_\_ Adventure/Risk-taking

Have duties that involve frequent physical, financial or social risk-taking.

\_\_\_\_ Aesthetics

Be involved in studying or appreciating the beauty of things, ideas, etc.

\_\_\_\_ Affiliation

Be recognized as an employee of a particular organization.

\_\_\_\_ Altruism/Help Society

Do something to contribute to the betterment of the world or a greater good.

\_\_\_\_ Balance

Have a job that allows time for family, leisure, and work.

\_\_\_\_ Challenge

Engage with complex questions and demanding tasks, trouble-shooting and problem-solving.

\_\_\_\_ Change and Variety

Have a wide range of work responsibilities frequently changing in content, setting, people and/or activities.

\_\_\_\_ Community Activities

Become active in volunteering, politics, or service projects.

\_\_\_\_ Competition

Engage in activities that measure my abilities against others.

\_\_\_\_ Creative Expression

Be able to express my creative ideas in the arts and communication.

\_\_\_\_Creativity

Create new ideas, programs, organized structures, or anything else that is unique and novel or not following a format developed by others.

\_\_\_\_Competence

Demonstrate a high degree of expertise and mastery of job skills and knowledge.

\_\_\_\_Excitement Experience a high degree of stimulation or frequent novelty and drama on the job.

\_\_\_\_Fast Pace/Time

Pressure Work in circumstances where work is done rapidly and/or there is little room for error.

\_\_\_\_Financial Reward

Earning a larger than average amount of income.

\_\_\_\_Flexibility

Work according to my time schedule.

\_\_\_\_Friendships

Develop personal relationships with people as a result of work activity.

\_\_\_\_Fun

Have opportunities to be playful and humorous at work.

\_\_\_\_Harmony/ Tranquility

Avoid pressures and stress in job role and work setting and seek harmonious relationships.

\_\_\_\_Help Others

Be involved in helping or being of service to people directly, either individually or in groups.

\_\_\_\_Independence/ Autonomy

Be able to determine the nature of work without significant direction from others; not have to follow instructions or conform to regulations.

\_\_\_\_Influence People

Be in a position to influence attitudes or opinions of other people.

\_\_\_\_Knowledge/ Research

Develop new information and ideas. Engage in pursuit of knowledge, truth and understanding.

\_\_\_\_Leadership

Direct, manage, or supervise the work done by others.

\_\_\_\_Location

Live somewhere conducive to my lifestyle, leisure, learning, and work life.

\_\_\_\_Make Decisions

Have the power to decide courses of action, policies, etc or make decisions regarding the work activities of others.

\_\_\_\_Moral/Spiritual Fulfillment

Feel that my work is consistent with my ideals or moral code.

\_\_\_\_Personal Growth

Have work that enables me to grow as a person.

\_\_\_\_Physical Challenge

Have a job that requires bodily strength, speed, dexterity, or agility.

\_\_\_\_Public Contact

Have a lot of day-to-day contact with people.

\_\_\_\_Recognition

Get positive feedback and public credit for work well done.

\_\_\_\_Security

Have a stable work environment and a reasonable financial reward.

\_\_\_\_Stability

Have a work routine and job duties that are largely predictable and not likely to change over a long period of time.

\_\_\_\_Status/ Prestige

Gain the respect of friends, family and or the community by the nature and/ or level of responsibility of my work.

\_\_\_\_Teamwork

Have close working relations with group; work as team for common goals.

\_\_\_\_Work Alone

Do projects by myself, with little contact with others.

\_\_\_\_ Other value \_\_\_\_\_

\_\_\_\_ Other value \_\_\_\_\_

\_\_\_\_ Other value \_\_\_\_\_

After reviewing all of your #5 values (most important to you), prioritize them by selecting your highest five work related values that you want incorporated into your future jobs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Work values may change in time. Have your values changed over time?

How do you anticipate your top values may change in the future?

Is it important to you that the organization you work for shares your values?

How do you see your top five values being expressed in your work?

In what kind of work situations would you be willing to work for less than average pay?

In addition to work values, people find fulfillment of values in hobbies, family life, community activities, etc. If you listed some "other" values that were not in your top five prioritized values for work, how do you want to incorporate them into your life?

Hobbies \_\_\_\_\_

Family life \_\_\_\_\_

Community activities \_\_\_\_\_

Other \_\_\_\_\_

© University of Denver Career Center



<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the work place.</p>	<p>Notes:</p>
<p>Definitions:</p> <p><b>INITIATIVE:</b> energy or aptitude to begin</p> <p><b>MOTIVATION:</b> a need or desire that cause a person to act</p> <p>How does one get initiative?</p> <p>Is there one thing, a project or task that you lack initiative for?</p> <p>How can you get the energy needed to begin?</p> <p>What rewards do you give yourself for completing a task or project?</p> <p>Do you feel any differently after a job is complete?</p> <p>If yes, how do you feel?</p>	<p>Materials:</p> <p>Transparency</p> <p>Discussion:</p> <p>Initiative transparency – whether you are speedy in getting to work, work as a team, are a self-starter or problem-solve, this shows initiative to your supervisor</p> <p>Time: 5 minutes</p>





<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the work place.</p>	<p>Notes:</p>
<p>Of the two lists, which positions are more respected? Which are more needed in our community?</p> <p>Do people in these positions get promoted?</p> <p>How would you get hired for any of these jobs?</p> <p>How would you keep this type of job?</p> <p>How would you get promoted, increased wages or more recognition in this type of job?</p> <p><b><u>Is INITIATIVE important for success?</u></b></p> <p><b><u>Why?</u></b></p>	<p>Materials:</p> <p>Blank transparency</p> <p>Discussion: have participants share their thoughts on viable positions, and the answers to the other questions – write on blank transparency for all to see</p> <p>Time: 15 minutes</p> <p>Discussion: the role of initiative in getting, keeping a job as well as being promoted.</p>

<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p>	<p>Notes:</p>
<p>What factors impact MOTIVATION?</p>	<p>Materials: blank transparency</p> <p>Discussion: have participants share their thoughts on motivation factors</p> <p>Time: 5 minutes</p>

<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p>	<p>Notes:</p>
<p>Two Factors Impact Motivation:</p> <p>Needs: -- a home, money, food, clothing</p> <p>Rewards: -- bonuses, vacations, acknowledgement, prestige</p> <p>Motivation factors that are met by work are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hygiene factors Pay, status, security, working conditions, policies and interpersonal relationships – the basics of life and work</li> <li><input type="checkbox"/> Motivators Meaningful work, challenging work, recognition, feeling of achievement, increased responsibility, opportunities for growth, the job itself</li> </ul>	<p>Materials: none</p> <p>Discussion: what comes first? Needs or rewards?</p> <p>How do we get to the point of getting our rewards?</p> <p>Time: 5 minutes</p>

Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

Notes:

Self-Motivators:

Your Personal Flame

Name it!

Light it!

Keep it lit!



Materials:

Transparency on  
Personal Vision  
Statement;

Discussion:

1. What is a vision statement?
2. What role does it play in your employment?
3. How do you create one?

Time: 5 minutes

<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p>	<p>Notes:</p>
<p>Motivating Factors to Move You towards Your Personal Vision:</p> <p>Internal Motivators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Joy</li> <li><input type="checkbox"/> Hunger</li> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Pride</li> <li><input type="checkbox"/> Belonging</li> <li><input type="checkbox"/> Personal growth</li> <li><input type="checkbox"/> Fear</li> </ul> <p>External Motivators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rewards</li> <li><input type="checkbox"/> Penalties</li> <li><input type="checkbox"/> Prizes</li> <li><input type="checkbox"/> Tangible personal goals</li> <li><input type="checkbox"/> Money</li> <li><input type="checkbox"/> Threats of harm</li> </ul>	<p>Materials: transparency</p> <p>Discussion:</p> <p>Discuss with participants how their personal vision statement and their goals are tied to being motivated to achieve</p> <p>Time: 10 minutes</p> <p>Internal motivators are those that can only be found within one person and are not tangible; these are motivators that a person measures and gives to self</p> <p>External motivators are those that are generally given by others; these are generally, but not always tangible, physical items; they come from the environment.</p>



<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p>	<p>Notes:</p>
<p>Fear – the impact on Motivation</p> <p>Are You afraid to succeed?</p> <p>Does fear keep you from trying something new?</p> <p>Does fear keep you moving towards your vision?</p> <p>Vision – do you see the impact on your own motivation?</p> <p>How can you use fear to mobilize yourself?</p>	<p>Materials: PPT success cycle on transparency; 5x7 cards, markers, glitter, glue, stickers, etc; sample personal vision statement, tape</p> <p>Assignment: Have students create a draft of their personal vision statement using the 5x7 cards, glue, markers and other art/drawing supplies</p> <p>Discussion: Fear can be a motivating factor in itself – it can either move us or paralyze us –</p> <p>Have each student tape their personal vision statement to the wall</p> <p>Time: 15 minutes</p>

Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

Notes:

How does vision impact motivation?

And . . . how does motivation impact vision?

Materials:

Transparency

PPT Success Cycle  
Exercise

Put up Success Cycle  
Transparency again

Discussion: what does  
your personal cycle tell  
you about vision,  
support, motivation  
and success?

Time: 5 mnutes



*Chase Your Dream*

<p>Learning Objective:</p> <p>The student will understand the role of initiative and motivation in the workplace.</p>	<p>Notes:</p>
<p><b><i>How do you maintain your vision?</i></b></p> <p><b><i>Steps:</i></b></p> <ol style="list-style-type: none"> <li><b>1. Make a vision statement</b></li> <li><b>2. Take action – find the initiative</b></li> <li><b>3. Improve skills</b></li> <li><b>4. Focus on personal motivating factors</b></li> <li><b>5. Find your success team</b></li> <li><b>6. Celebrate your successes</b></li> <li><b>7. Make it fun and meaningful</b></li> </ol>	<p><b>Materials: goal and action step worksheet</b></p> <p>Discussion: you now have a bit of experience in creating a personal vision statement, now it is time to take action – to make it real, to move forward. First, find the energy – focus on the end result, the feeling of accomplishment that you will feel along each step of the way. Look to ways to improve your skills – take classes, talk with others, ask for extra projects at the workplace, ask for feedback from peers and supervisors</p> <p>Focus on what will motivate you to attain your goal(s) – what motivates your life?</p> <p>Find support for your personal vision –</p> <p>Celebrate small successes!</p> <p>Time: 20 minutes</p>

Learning Objective:

The student will understand the role of initiative and motivation in the workplace.

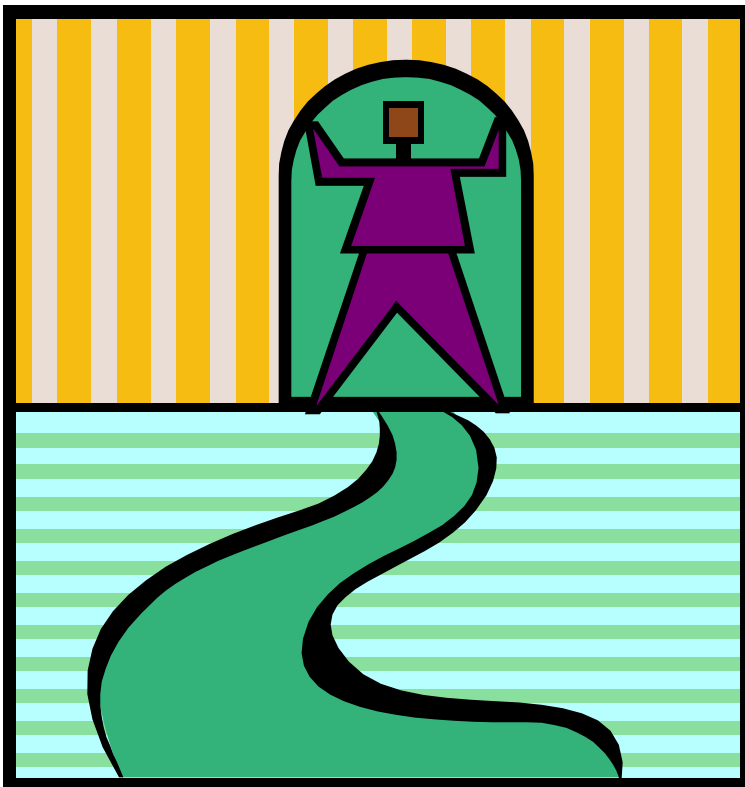
Notes:

*Gaining Momentum*

Maintaining  
Motivation

Assignment:  
participants will  
individually create a  
brainstorm list to gain  
momentum, find  
motivation, and to  
maintain motivation for  
their own personal  
vision statement.

Time: 10 minutes



*Create Your Pathway*

<p>Learning Objectives:</p> <p>The student will learn how to set goals and the benefits of goal setting</p>	<p>Notes:</p>
<p>Effective goals are:</p> <p><b>S</b>pecific</p> <p><b>M</b>easurable</p> <p><b>A</b>ttainable</p> <p><b>R</b>esults-Oriented</p> <p><b>T</b>ime-based</p>	<p>Materials: Blank transparency or large white paper; markers</p> <p>Discussion: How to create and write personal goals; benefits of following the SMART goal process</p> <p>Assignment: have students as a large group create one goal that meets the SMART guidelines</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>The student will learn how to set goals and the benefits of goal setting.</p>	<p>Notes:</p>
<p>Career Planning and Lifelong Goals:</p> <p>How will the vision you have created help to motivate you?</p> <p>How will your career plans become real for you?</p> <p>How will the goal setting practice that you have just completed support career advancement as well as life planning?</p> <div style="background-color: yellow; padding: 10px; margin-top: 20px;"> <p>We lift ourselves by our thought. We climb upon our vision of ourselves. If you want to enlarge your life, you must first enlarge your thought of it and of yourself.</p> <p style="text-align: right;"><b>Orison Swett Marden</b></p> </div>	<p>Materials:</p> <p>Blank paper for each participant; pens, markers</p> <p>Discussion: encourage discussion about career goals and their value</p> <p>Time: 5 minutes</p> <p>Assignment: have each student, individually will create at least one SMART goal that will move them towards their goal</p> <p>Time: 5 minutes</p>

## Module Two: Communication



Learning Objective:

The student will understand both personal and systemic communication processes.

Notes:

Definition of Communication:

Materials: none

Time: 10 minutes

Real Communication

Is

Mutual  
Understanding

Discussion: ask  
students how they  
define communication





Learning Objective:

The student understand both personal and systemic communication processes

Notes:

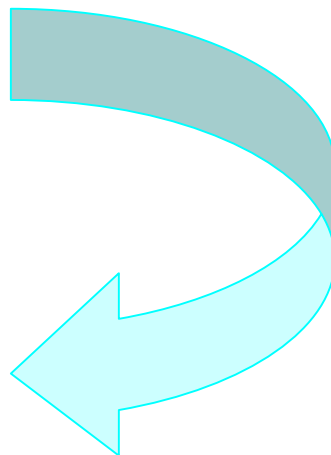
There are two forms of communication:

1. Verbal

2. Non-Verbal

Verbal Communication is using words to transmit information to a receiver . . .

Non-Verbal communication is using body, gestures, space, materials, and tone of voice to transmit information to a receiver



Materials: Body Poses  
Transparency  
Time: 10 minutes

Discussion:

Verbal vs. non-verbal communication; females more often use and respond to non-verbal communication and subtle cues than males;

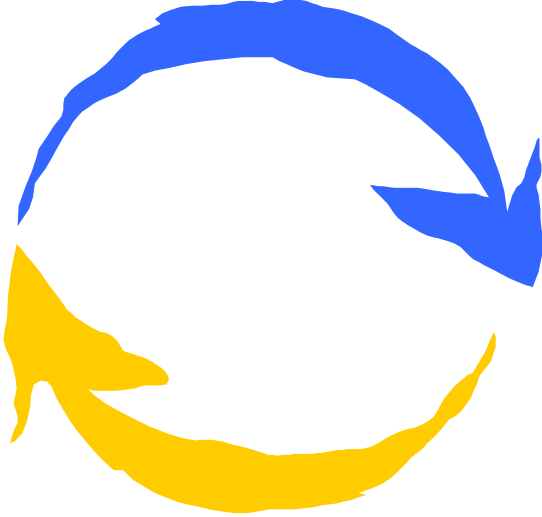
When would verbal communication be a better tool?

When do you use non-verbal communication?

Is either more effective in a given situation?

Assignment: have participants gauge body poses

Time: 15 minutes

<p>Learning Objective:</p> <p>The student will understand both personal and systemic communication processes.</p>	<p>Notes:</p>
<p>The communication process goes like this:</p> <ol style="list-style-type: none"> <li>1. The sender "encodes" a message</li> <li>2. The sender "transmits" the message through a channel; there is always some form of noise in the environment to potentially interfere with the transmission</li> <li>3. The receiver receives the message and "decodes" it; there is always a filter used by the receiver such as cultural bias, language or situation</li> <li>4. The receiver sends "feedback" to the sender confirming receipt of the message</li> </ol> 	<p>Materials: transparency on communication cycle</p> <p>Time: 20 minutes</p> <p>Discussion:</p> <p>What are potential errors in encoding of messages?</p> <p>What are potential causes of decoding of the message?</p> <p>What are some of the potential causes of noise?</p> <p>What are some filters that we use?</p> <p>How does poorly communicated information impact our work?</p> <p>Assignment: Dominant Communications Style Quiz Handout</p> <p>Time: 20 minutes</p>

<p>Learning Objective:</p> <p>The student will understand both personal and systemic communication processes.</p>	<p>Notes:</p>
<p style="text-align: center;"> <b>Non-Verbal Communication is often more powerful than the words that come out of someone's mouth</b> </p> <p style="text-align: center;"> <b>Do you believe that statement?</b> </p> <p style="text-align: center;"> <b>Can you read someone's body language effectively?</b> </p>	<p>Materials: Can You Read Body Language Quiz</p> <p>Assignment: have participants complete the quiz and report their findings.</p> <p>Discussion: Non-verbal communication is used far more often than words; in fact, often what is said is in direct opposition to what is being communicated by body language. Body language often reflects what is actually being thought, rather than what has been filtered and verbalized. Being able to read body language, as well as being aware of your own non-verbal communication is an important skill for building interpersonal skills and being able to navigate the workplace.</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>The student will understand both personal and systemic communication processes.</p>	<p>Notes:</p>
<p>How well do you read body language?</p> <p>The next time you chuckle at the antics of a comedic duo performing a slapstick routine, you'll notice that two roles are being played. One person gets the pies in the face, while the other throws them. Most relationships, curiously enough, are like this. One partner is dominant while the other is submissive. We reveal which role we play in various ways, the most obvious of which is through speech. Phrases like, "I'm very sorry," "Excuse my clumsiness," or "May I please?" all imply a degree of submissiveness. Phrases like, "Can you do such and such?" "Will you let me know?" or "Get back to me soon" all reveal the dominant role.</p> <p>However, dominant or submissive behavior isn't shown only through what we say. It can be conveyed non-verbally as well. Can you tell the difference between these roles just by watching two people interact? If you know what to look for, body movements contain signs that are just as telling as words, but not nearly as obvious.</p>	<p>Materials: none</p> <p>Time: Quiz 3 minutes</p> <p>Discussion: 7 minutes</p> <p>Assignment: complete the following quiz to better understand your ability to read body language.</p>

Following is a list of everyday gestures. To learn how well you can decipher these physical flags, rate each behavior as dominant or submissive.

1. Shoulder shrugging  
Dominant      Submissive
2. Touching of partner  
Dominant      Submissive
3. Smiling  
Dominant      Submissive
4. Interrupting a partner's speech  
Dominant      Submissive
5. Gazing downward  
Dominant      Submissive
6. Jerking of head sideways  
Dominant      Submissive
7. Putting a hand on one's own body  
Dominant      Submissive
8. Gestures with palms down  
Dominant      Submissive
9. Tilting head to the side  
Dominant      Submissive
10. Loud, low-pitched voice  
Dominant      Submissive
11. Very soft voice  
Dominant      Submissive
12. Fingers spread & pointed toward partner  
Dominant      Submissive
13. Rotating palms upward  
Dominant      Submissive
14. Sped up speech  
Dominant      Submissive

## SCORING

All the even-numbered items are "Dominant"; the rest are "Submissive." To tally your score, give yourself 1 point for each response that matches yours.

A score of 4 points or less: You are missing important body cues that may reveal the attitudes of others.

A score of 5-8 points: You have an average understanding of dominant and submissive body gestures.

A score of 7 points or more: You have an above-average sensitivity to non-verbal cues.

## EXPLANATION

Psychologists have long-relied on "expressive movements," or body cues, to probe the inner feelings of people. Today, kinesics, the study of body movements, is a natural outgrowth of this practice. Numerous pop manuals on body language promise to teach people how to read others by presenting a laundry list of postures and definitions of what each movement means. But such popular books are not always reliable.

What little we know for sure about body language comes from careful research done by people like anthropologist Dr. David Givens and the late psychiatrist Albert Scheflen. The items in our quiz are taken from their studies. Gestures of dominant persons are usually directed outwardly to another person. A steady unwavering gaze or the touching of one's partner is a dominant action. Submissive gestures are usually protective, such as touching one's own body or shrugging one's shoulders.

Unfortunately, submissiveness is equated with inadequacy. But this is not necessarily so. Submissive people are often happy, well adjusted, and productive. Furthermore, one isn't always submissive in every situation and with all people. More likely, a person displays degrees of dominance and submissiveness at different times depending on the setting. Assuming a role that is proper in a given situation, of course, is a sign of maturity.

Learning Objective:

Students will learn barriers to effective communication.

Notes:

## Sender Responsibilities:

Unclear language

Inconsistent body language

Missed messages



Materials: transparency

Discussion:

Senders need to remove as many barriers as possible to ensure that what they are trying to communicate is received in the way intended --

Time: 3 minutes

Discussion: give physical examples of each

Time: 5 minutes

Learning Objective:

The student will learn barriers to effective communication.

Notes:

## Receiver Responsibilities:

Not Getting Clarification

Ineffective Filtering

Not Eliminating Noise  
from the Environment

Not Sending Feedback

Materials: transparency

Discussion: about role  
of the receiver

Time: 3 minutes

Assignment: have  
volunteer be the  
sender, role model  
appropriate receiver  
actions

Time: 7 minutes



<p>Learning Objective:</p> <p>The student will learn barriers to effective communication.</p>	<p>Notes:</p>
<p><b>Other Barriers:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stereotyping</li> <li><input type="checkbox"/> Projection</li> <li><input type="checkbox"/> Relationship between communicators</li> <li><input type="checkbox"/> Role, title or position of communicators</li> <li><input type="checkbox"/> Gender</li> <li><input type="checkbox"/> Physical distance</li> <li><input type="checkbox"/> Organizational structure</li> </ul>	<p>Materials: Transparency</p> <p>Time: 15 minutes</p> <p>Discussion: Communication is impacted by stereotypes –</p> <p>Projecting our thoughts onto the transmission</p> <p>The relationship – for example, communication between peers is generally different than between supervisor and subordinate, or between parent and child</p> <p>Men and women communicate differently!</p> <p>Communication is made more difficult when there is distance and the body cannot be read; electronic communication makes it easier, but not better!</p> <p>Some organizations do not encourage direct communication between levels</p>

<p>Learning Objectives:</p> <p>The student will understand his/her role as a listener to improve communication.</p>	<p>Notes:</p>
<p><b>The listener's role!</b></p> <p><b>The listener is in charge of decoding, seeking clarification and giving feedback to the sender.</b></p> <p><b>It is the listener or receiver that tells the sender whether or not the information was communicated and understood.</b></p> <p>How well do you listen?</p> <p>How well do you read the environment?</p> <p>What will you do to improve your listening skills?</p>	<p>Materials: none</p> <p>Time: 5 minutes</p> <p>Discussion: communication is all about listening, reading cues in your environment, and being able to act appropriately . . .</p> <p>Assignment: have participants break into dyads, tell one another a story, then each will report back to the other what they heard; senders need to critique the receivers and point out things they missed.</p> <p>Time: 5 minutes as group, 2 minutes to report back</p> <p>Total: 15 minutes</p>

<p>Learning Objectives:</p> <p>The student will understand his/her role as a listener to improve communication.</p>	<p>Notes:</p>
<p>Be a good listener!</p> <p>Do the following:</p> <p>Use open body language that tells the sender you are listening</p> <p>Use eye contact with the sender</p> <p>Ask probing questions to get clarifying information</p> <p>Listening fails when the receiver does the following:</p> <p>Not paying attention to verbal and/or non-verbal messages</p> <p>Not asking clarifying questions</p> <p>Fails to use open body language to encourage more communication</p> <p>Communication Is Mutual Understanding</p>	<p>Materials: none</p> <p>Time: 5 minutes</p> <p>Discussion/Assignment: role model good listening, have student tell a nice long story; with follow up discussion</p> <p>Time: 8 minutes</p>

<p>Learning Objectives:</p> <p>The student will understand his/her role as a listener to improve communication.</p>	<p>Notes:</p>
<p>Active Listening is listening for both the content and the feeling behind the message.</p>	<p>Materials: Active Listening transparency</p>
<p>Content: the words</p>	<p>Discussion: Active listening</p>
<p>Feeling: the emotions or the reason for the communication</p>	<p>Time: 5 minutes</p>
<p>Active Listening involves the following skills:</p>	<p>Assignment: have participants break into triads; one will be the sender, one the receiver and the 3<sup>rd</sup> will be the observer and will take notes; observer will report back to the other 2 what he/she saw about their active listening skills</p>
<p>Paraphrasing: using your own words to clarify that the sender is telling you</p>	
<p>Perception checking: ensuring that what you are seeing, hearing and feeling is correct</p>	
<p>Behavior or feelings description: using "I" statements to describe what you are seeing or feeling attached to the message</p>	
	<p>Time: 5 minutes each group, 15 minutes total report time</p>
	<p>Total: 20 minutes</p>

# Module Three:

## Interpersonal Skills



<p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p>	<p>Notes:</p>
<p>Definition of interpersonal effectiveness:  "Habits, behaviors, attitudes, manners demonstrated toward others that support us in being effective in the workplace. "</p>	<p>Materials:  Transparency</p> <p>Discussion: definition, etc</p> <p>Time: 5 minutes</p>

Learning Objective:	Notes
<p>The student will learn the importance of interpersonal skills in the workplace.</p>	
<p>What behaviors and attitudes in the workplace support interpersonal effectiveness?</p>	<p>Materials: flip chart</p> <p>Discussion: brainstorm What behaviors and attitudes in the workplace support interpersonal effectiveness?</p> <ul style="list-style-type: none"> <li>-Appreciation of others</li> <li>-Emotional stability</li> <li>-Patience</li> <li>-Being likeable</li> <li>-Being helpful</li> <li>-Being pleasant</li> <li>-Being cooperative</li> <li>-Being hard working</li> <li>-Being cheerful</li> <li>-Being devoted</li> <li>-Being courteous</li> <li>-Being considerate</li> <li>-Being well groomed</li> <li>-Being friendly</li> <li>-Being loyal</li> <li>-Being modest</li> </ul> <p>Time: 15 minutes</p>

Learning Objective:

The student will learn the importance of interpersonal skills in the workplace.

Notes:

## Success . . .

A large part of success in the workplace is your ability to have *positive relationships* with the people you work with and for.

Materials: none

Discussion: 5 minutes



Learning Objective:

The student will learn the importance of interpersonal skills in the workplace.



Materials: none

Discussion: have participants discuss their perceptions, past workplace relationships, etc; the impact of positive relationships on their job.

Time: 15 minutes

<p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p>	<p>Notes:</p>
<p>Manners in the workplace!</p> <p>What are manners?</p>	<p>Materials: blank transparency</p> <p>Assignment/Discussion: Lead discussion on the following questions</p> <p>“How do you behave in the workplace? Do you use “manners” when you work? What “manners” do you use? Do you think that “manners” are important in a career?</p> <p>After discussion, have participants define “manners” in their workbooks.</p>

<p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p>	<p>Notes:</p>
<p>What <b>SKILLS</b> are important for success in the workplace?</p> <p>Write your brainstorm list here:</p>	<p>Materials: flip chart</p> <p>Assignment: have participants, in small groups, brainstorm lists of vital interpersonal skills, then report back to whole group; point out that workplace interpersonal skills are not tangible skills such as typing, building, etc</p> <p>Skills: appreciation of others, emotionally stable, patient, likeable, helpful, pleasant, cooperative, hard working, cheerful, devoted, courteous, considerate, good grooming, friendly, loyal, modest, etc</p>

<p>Learning Objective:</p> <p>The student will learn the importance of interpersonal skills in the workplace.</p>	<p>Notes:</p>
<p>Imagine . . .</p> <p>You wake up to the alarm screaming through your house . . .</p> <p>Your kids get off to school, finally . . .</p> <p>You can't find a pressed shirt . . .</p> <p>You spill your coffee all over the driveway . . .</p> <p>You get to work right on time . . .</p> <p>You walk straight to your work area, you don't say hello to anyone . . .</p> <p>You sit down, pound your coffee mug on the desk . . .</p> <p>Toss your bag under your desk and put you head into your hands . . .</p> <p>One of the supervisors says good morning and asks you what is wrong . . .</p> <p>You tell her the story of your entire morning up to that moment, and then also tell her that your electricity bill is late . . .</p>	<p>Materials: none</p> <p>Assignment: have participants brainstorm the interpersonal skills that need to be addressed and improved in this scenario;</p> <p>Ask: what is the impact of this behavior?</p> <p>Time: 15 minutes</p>

<p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p>	<p>Notes:</p>
<p><i>Learn to solve problems with others</i></p> <p><i>Learn to use your co-workers to help solve problems</i></p> <p><i>Learn to build positive working relationships</i></p>	<p>Materials: none</p> <p>Assignment: have participants get into groups (their choice) and solve the following problem as a group:</p> <p>Plane Crash Survival Scenario</p> <p>Time: 30 minutes for groups, 20 minutes for debriefing</p>

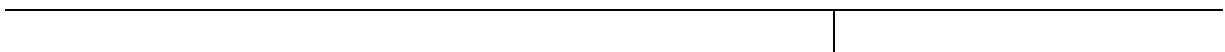
<p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p>	<p>Notes:</p>
<p><i>How thoughtful are YOU?</i></p> <p>Do you focus on others?</p> <p>Do you focus on yourself?</p> <p>Will you be a “thoughtful” person in the workplace?</p>	<p>Materials: How Thoughtful are You quiz</p> <p>Time: 10 minutes</p> <p>Discussion: process outcomes of the quiz</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p>	<p>Notes:</p>
<p>Conflict in the Workplace</p> <p>It can ruin your day</p> <p>OR . . .</p> <p>You can learn from it and grow as a person and an employee</p> <p><b>THE CHOICE IS YOUR'S!</b></p> <p>WHAT CHOICE ARE YOU GOING TO MAKE?</p> <p>My Goal Around Conflict Management:</p>	<p>Materials: Conflict Handout; Thomas Pickering conflict instrument; conflict styles signs (5); tape</p> <p>Discussion: conflict is going to happen because of stress, anxiety, miscommunication, etc</p> <p>Assignment: have each participant complete the conflict instrument; Have people position themselves in room based on styles and talk about:</p> <ul style="list-style-type: none"> <li>• How they see conflict</li> <li>• What they would like from others in conflict</li> <li>• What they don't appreciate about individuals with different styles</li> </ul> <p>d) Have every person come up with one goal that they can work on around conflict management.</p>

<p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p>	<p>Time: 45 minutes</p> <p>Notes:</p>
<p>.....</p> <p><b>“There are five universally accepted approaches to conflict management. No one approach will work in all situations. It is therefore important to develop the ability to use each style in appropriate situations. Some styles will be more comfortable to you than others; they fit your natural style (what you found out in the previous assignment!). Your challenge is to master those styles that you find personally difficult.”</b></p> <p>(Pickering, 2000, p. 35)</p> <p>.....</p>	<p>Materials:</p> <p>Transparency on five styles</p> <p>Handout on Pickering’s conflict management styles</p> <p>Handouts: Worksheets #2 &amp;3</p> <p>Discussion: ask for some sharing regarding participant’s personal style of conflict management and how the opposite style would be difficult, what techniques or awareness they need to have in order to be more effective in managing conflict.</p> <p>Time: 30 minutes</p>



<p>Learning Objective:</p> <p>The student will learn workplace problem solving skills.</p>	<p>Notes:</p>
<p>How to solve conflict!</p> <p>It is easier than you think</p> <p>It requires:</p> <p><b>A</b>ccessing the situation</p> <p><b>C</b>larifying the issue</p> <p><b>E</b>valuate alternatives</p> <p><b>S</b>olve the problem</p>	<p>Materials: Transparency</p> <p>Handouts: role plays and conflict management</p> <p>Discussion: ACES conflict management process</p> <p>Assignment: participants, in dyads, will work through a role play situation; come back as large group to debrief on the process</p> <p>Time: 5 minutes for introduction; 15 minutes small group; 15 minutes large group</p>



Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

**What factors affect your approach to managing a conflict?**

*Knowledge*

*Authority*

*Power*

*Other*

*Winning*

Materials: Worksheet #4

Discussion: hand out the worksheet and open up a discussion about the questions; have participants answer the questions individually; debrief as a large group

Time: 20 minutes

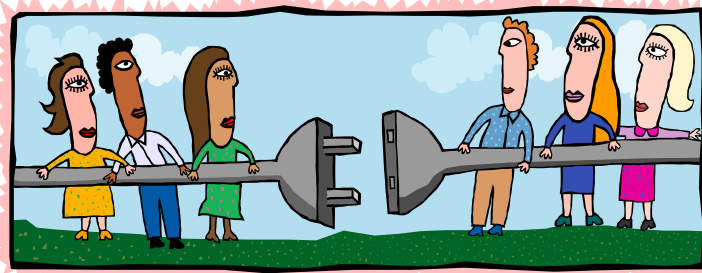
Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

**How to maintain positive relationships during a conflict:**

**Why is maintaining positive relationships important in the workplace?**



Materials: Handout worksheet #5

Discussion: the importance of relationships during conflict

Assignment: have participants answer the question in a open group format

Time: 15 minutes

**How can workplace relationships benefit the following:**

**Your co-workers:**

**Your supervisor:**

**Your family:**

**Yourself:**

<p>Learning Objective:</p> <p>The student will learn interpersonal techniques and behaviors.</p>	<p>Notes:</p>
<p>Building relationships in the work place is a basic skill!</p> <p>Building relationships: The five keys to relationships in the workplace.</p> <ul style="list-style-type: none"> <li>• Become genuinely interested in other people.</li> <li>• Call people by their first names</li> <li>• Talk in terms of the other person's interest.</li> <li>• Smile</li> <li>• Listen (review listening skills)</li> </ul>	<p>Materials: flip chart or blank transparency</p> <p>Discussion: How can you build professional relationships at work?</p> <p>What is the difference between a professional relationship and a personal relationship</p> <p>When is it OK to have a personal relationship at work?</p> <p>Assignment: Have students role play a situation where they have just met a new coworker or supervisor</p> <p>Time: 15 minutes total</p>

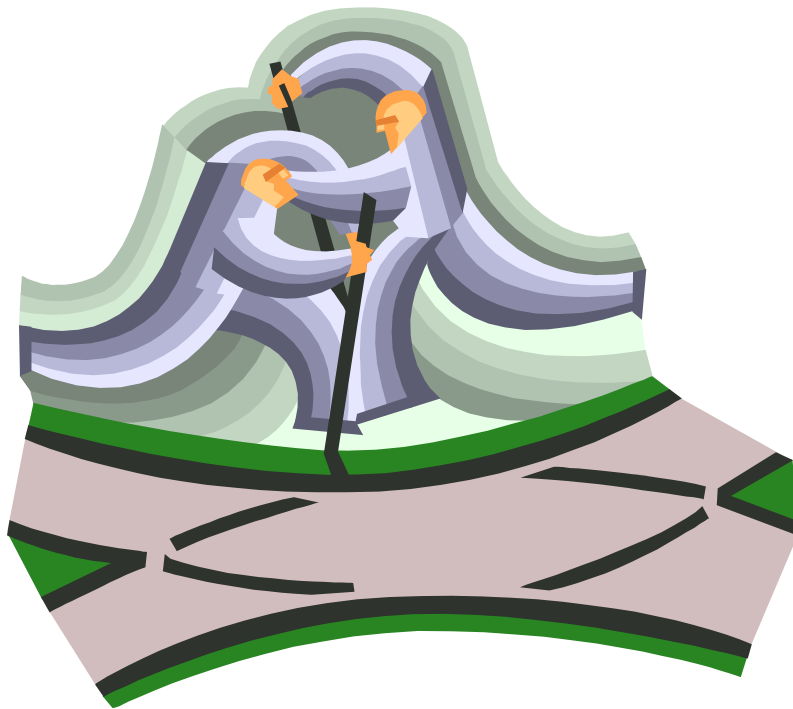
<p>Learning Objective:</p> <p>The student will learn interpersonal techniques and behaviors.</p>	<p>Notes:</p>
<p><b>Being TACTFUL . . .</b></p> <p><b>T</b>hink before you speak</p> <p><b>A</b>pologize when you blunder</p> <p><b>C</b>onverse, don't compete</p> <p><b>T</b>ime your comments</p> <p><b>F</b>ocus on behavior, not personality</p> <p><b>U</b>ncover hidden feelings</p> <p><b>L</b>isten to feedback.</p> <p>Think about a situation where a relationship failed. Think about how TACTFUL you were. Answer these questions.</p> <ul style="list-style-type: none"> <li>• Did you practice the TACTFUL skills?</li> <li>• What would you do differently?</li> </ul>	<p>Materials: none</p> <p>Assignment: have students complete the questions individually; group discussion</p> <p>Time: 10 minutes</p>

Learning Objective:

The student will learn interpersonal techniques and behaviors.

Notes:

Positive and Negative Effects of Conflict



Materials: flip chart

Discussion: When you think of conflict, what words come to mind?

What are the effects of conflict?

Are there positive outcomes from conflict?

What are they?

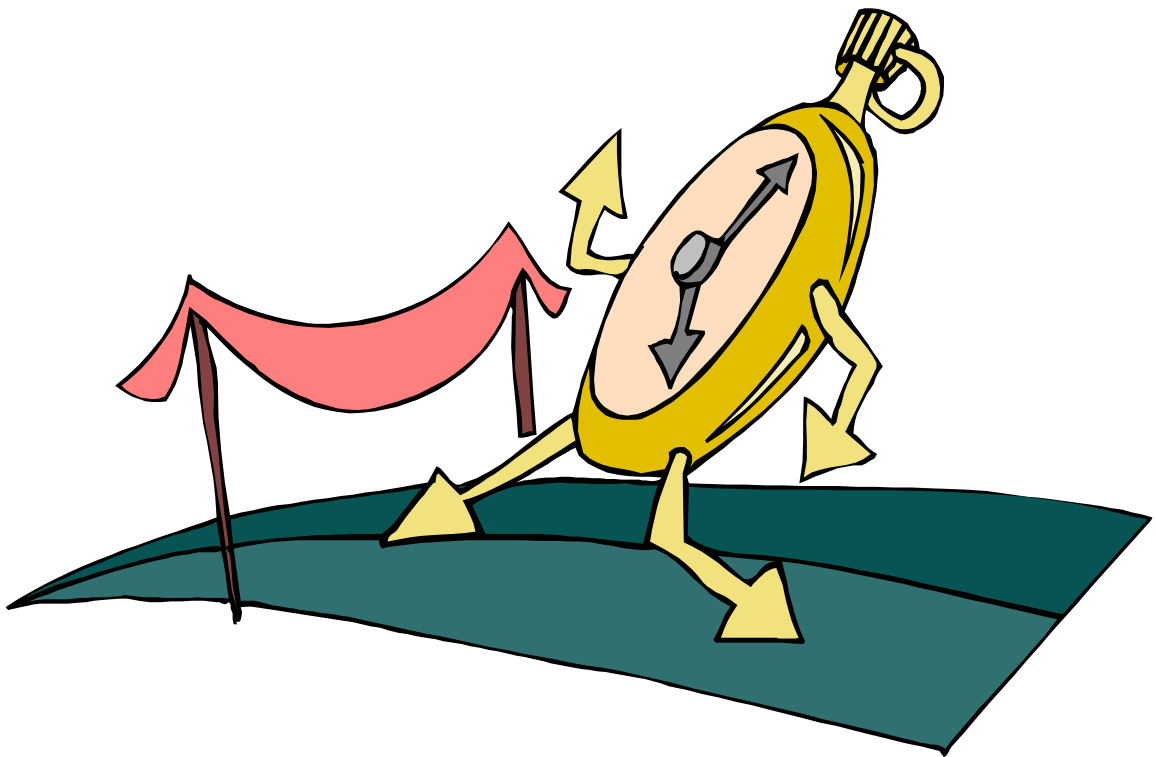
What are the negative outcomes from conflict?

Is there a way to use the negative outcomes in a positive way?

After the group processes the questions, give them worksheet #1

# Module Four:

## Time Management





Learning Objective:  
Definition

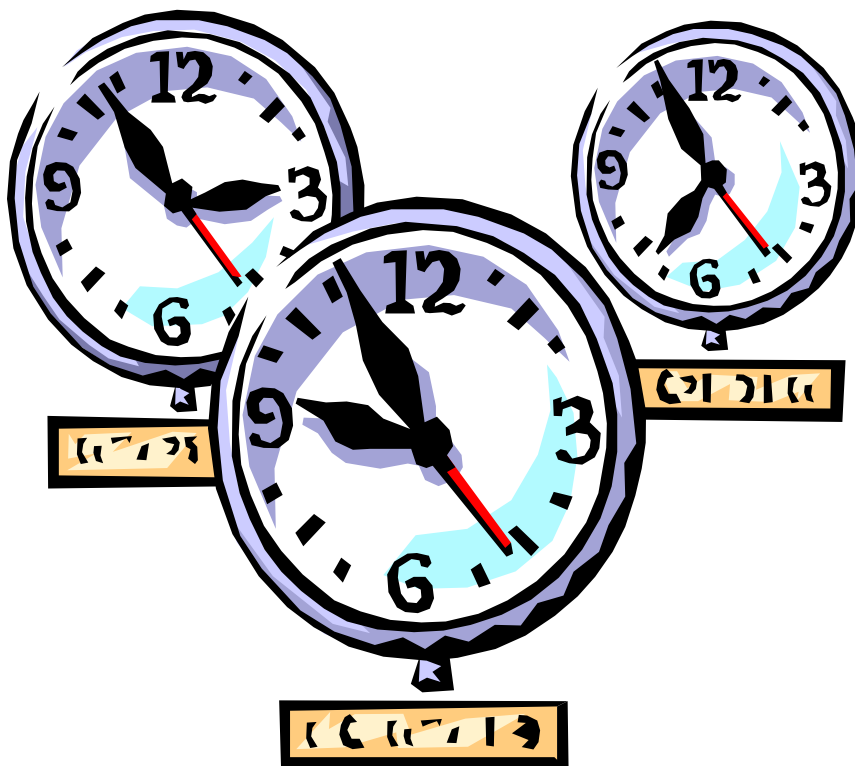
Notes:

Definition:

Time management refers to the development of processes and tools that increase efficiency and productivity

Materials:  
Transparency

Time: 2 minutes



Learning Objective:

The student will understand the value of prioritizing.

Notes:

First of all . . .

Get Your Life Under Control!

Secondly . . .

Decide the importance of each item!

Materials: none

Discussion: ask how each participant currently prioritizes tasks

Time: 15 minutes

<p>Learning Objective:</p> <p>Student will understand the importance of prioritizing.</p>	<p>Notes:</p>
<p>To get your life under control, you must want to get organized and let go of things that are not moving you forward</p> <p>What is working for you and what is working against you?</p>	<p>Materials: none</p> <p>Discussion: what processes in your life impede your progress?</p> <p>What processes need to be reorganized or adjusted to make them smoother so that they work for you and not against you?</p> <p>Time: 5 minutes</p> <p>Assignment: have each participant create a personalized list of impediments in their lives that need to be removed and those that need to be reworked/reorganized.</p> <p>Time: 5 minutes</p>

Learning Objective:

Students will understand the importance of prioritizing.

Notes:

Now it is time to prioritize!

Using your list of things in your life that need to be reorganized or adjusted, prioritize them in order of importance to you and their value in your personal and career goals. Next, be ready to explain your decisions to the group!

Materials: none

Discussion:

Assignment: have each participant organize their list, then share with the group their list as well as their justifications for the way they prioritized.

Time: 20 minutes

Learning Objective:

The student will recognize how effective time and project management impacts self and systems.

Notes

What is a system:

"A system is a perceived whole whose elements "hang together" because they continually affect each other over time and operate toward a common purpose" (Senge, 1994, p. 90).

What are your systems:

Who are in each system:

Materials:

Transparency

Discussion: systems and the participant's role in the system

Time: 7 minutes

Assignment: have participants list their systems and then the people in each one

Time: 8 minutes



<p>Learning Objective:</p> <p>The student will recognize how effective time management and project management impacts self and systems.</p>	<p>Notes:</p>
<p>Lets see how you value time management</p> <p>Complete the time management questionnaire and share the results with the group!</p>	<p>Materials: time management questionnaire</p> <p>Time: 10 minutes</p> <p>Assignment: have each student complete the questionnaire and then share results with the group</p>

<p>Learning Objective:</p> <p>The student will recognize how effective time and project management impacts self and systems.</p>	<p>Notes:</p>
<p>What is the impact on others in your systems when you do not complete projects on time or even at all?</p> <p>What is the impact on your employment?</p> <p>What is the impact on your co-workers?</p> <p>What is the impact on your goals?</p>	<p>Materials: none</p> <p>Assignment: complete the questions</p> <p>Time: 5 minutes</p> <p>Discussion: discuss the idea of systems, each role we play in systems, etc as a group</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>The student will recognize how effective time and project management impacts self and systems.</p>	<p>Notes:</p>
<p>What are the causes of not getting things done?</p> <p>Why do we procrastinate?</p> <p>Procrastination is just a symptom of other things going on inside us – sometimes we:</p> <p style="text-align: center;">FEAR SUCCESS</p> <p style="text-align: center;">OR WE</p> <p style="text-align: center;">FEAR FAILURE</p> <p style="text-align: center;">OR WE</p> <p style="text-align: center;">CAN'T IMAGINE WE CAN DO IT!</p>	<p>Materials: none</p> <p>Discussion: procrastination is a symptom of other things;</p> <p>Fear of success and failure can keep us from trying to get things done and from completing things on time; what does procrastination "buy us"?</p> <p>Open discussion to group</p> <p>Time: 15 minutes</p>



<p>Learning Objective:</p> <p>The student will learn time management techniques and tricks.</p>	<p>Notes:</p>
<p>Time Management: Words to Inspire!</p> <p>"Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein." H. Jackson Brown</p> <p>"The bad news is that time flies. The good news is you're the pilot." Michael Althsuler</p> <p>"Never let yesterday use up today."</p>	<p>Materials: none</p> <p>Discussion: have the participants discuss the implication of each of these quotes.</p> <p>Time: 5 minutes</p>

<p>Learning Objective:</p> <p>The students will learn time management techniques and tricks.</p>	<p>Notes:</p>
<p><b>Time management techniques:</b></p> <p><b>Number One: Goal Setting</b></p> <p>Determine what you need to get done for the day, week, month and year!</p> <p>Write these goals down!</p> <p>Put the list where you will see it and can act on it!</p> <p>Check off things as you complete them!</p> <p><b>Number Two: Prioritizing</b></p> <p>Determine what needs to get done first!</p> <p>Write your goals in this order!</p>	<p>Materials: Time Management Techniques transparency</p> <p>Discussion: time management means determining what is important, what is not and prioritizing around those important things; Make sure that you prioritize your goals;</p> <p>Prioritizing work tasks and projects will require some input from supervisors and others who have part in the process.</p> <p>Time: 5 minutes</p>

<p>Learning Objective:</p> <p>The student will learn time management techniques and tricks.</p>	<p>Notes:</p>
<p><b>Time management techniques continued:</b></p> <p><b>Number Three: Planning</b></p> <p>Using your prioritized goal list, now plan how you can get each goal completed.</p> <p>Create action steps for each goal!</p> <p>Enlist others to help when appropriate!</p> <p>Check off action steps as they are completed!</p> <p><b>Number Four: Scheduling</b></p> <p>Use your planner for maximum efficiency!</p> <p>Schedule time to complete your projects and tasks!</p> <p>Ensure that you have adequate time and space as well as privacy to get your tasks done – enlist others to help you get the “quiet” time you need to complete projects!</p> <p>Have a space established to get your work done!</p>	<p>Materials: transparency; large white paper, markers</p> <p>Discussion: time management means setting aside time to get things done; including a process to complete tasks in an orderly fashion</p> <p>Action steps are those baby steps we take towards our goals;</p> <p>Time: 5 minutes</p> <p>Assignment: Have participants create/brainstorm on large paper as a group the action steps, in order, needed to complete the following goal:</p> <p>I will complete be ready for work on time each day; I will not be late!</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>Students will gain understanding about the role of initiative and motivation in prioritizing tasks.</p>	<p>Notes:</p>
<p>Initiative:</p> <p>Remember what this is? ☺</p> <p>Motivation:</p> <p>Recall this? ☺</p> <p>Initiative and Motivation are key to time management. Why:</p> <p>What role does procrastination have in taking initiative?</p> <p>How can you overcome procrastination?</p> <p>What role does motivation play in overcoming procrastination and attaining goals?</p>	<p>Materials: none</p> <p>Discussion: how do our levels of initiative and motivation impact the time management process?</p> <p>Time: 5 minutes</p> <p>Assignment: have students answer the questions and then round robin with the group.</p> <p>Time: 10 minutes</p>

<p>Learning Objective:</p> <p>Students will gain understanding about the role of initiative and motivation in prioritizing tasks.</p>	<p>Notes:</p>
<p>When you have a “ton” to do and not a “ton” of time, many people to answer to, what do you do?</p> <p>Yell?</p> <p>Get stressed out?</p> <p>Quit?</p> <p>Sink your teeth into the task?</p> <p>One of your goals, if one of the above is how you react, should be to learn to recognize your reaction and learn a new way of reacting.</p> <p>In fact, reacting is often the problem!</p> <p>Reacting means that something has “snuck” up on us and we weren’t prepared.</p> <p>Reacting is just taking care of the immediate task -- it is not taking care of what really needs to be done.</p> <p>Being Proactive is planning, scheduling and preparing for everything, even those things that you are not aware of!</p>	<p>Materials: found items: paper, small pieces of wood, pencils, tape, trinkets, anything that you find</p> <p>Assignment: have the students build a bridge out of the items they are given as a group – this gives the participants practice in planning &amp; prioritizing as well as communicating with their teammates.</p> <p>Time: 10 minutes</p> <p>Give them a total of ten minutes, tell them that they only have 10 minutes to create a bridge; after seven minutes, take away one or two team members from each group as numbers allow; this will give the participants a chance to react, see how well they planned for every issue, etc</p> <p>Time: 15 minutes</p>

<p>Learning Objective:</p> <p>Students will gain understanding about the role of initiative and motivation in prioritizing tasks.</p>	<p>Notes:</p>
<p>Imagine that you work for several departments . . .</p> <p>that each department has a manager . . .</p> <p>that you work for each of the managers . . .</p> <p>Now, on a given Monday, each of the managers comes to you and asks you to run a budget report for their respective departments . . .</p> <p>They each tell you they need it for a meeting in 10 minutes . . .</p>	<p>Materials: Worksheet #7</p> <p>Time: 10 minutes</p> <p>Discussion: have group participate in a conversation about this situation</p> <p>Time: 15 minutes</p>

## **Worksheet 7**

What do you do?

What could impede this process?

What could be improved for this to be a better situation?

What is the "win-win" conclusion for everyone?

How do you deal with the needs of everyone involved?

What is the conversation you have with your various supervisors?

How do you find out their priorities?

How do you find out if there is any flexibility in their time line?

What questions do you ask?

How do you let them know about the other tasks you have?

How do you finally prioritize to get everything done?

## Credits

Peg Pickering – Conflict Management

University of Aberdeen

Roger B Hill, Ph.D – Work Ethic and Employability Skills: A Unit of Instruction

Salvatore V. Didato, Ph.D --The Big Book of Personality Tests

[www.timemanagement-guide.com](http://www.timemanagement-guide.com)

[www.msn.com/careers](http://www.msn.com/careers)

Service Alternatives for WA, Inc – Training Department Materials

Peter Senge – The Fifth Discipline